



**THE EFFECT OF SIMON SAYS GAME TOWARDS
STUDENTS'S LISTENING COMPREHENSION AT THE
TENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS**

(A Quasi-Experimental Study at the Tenth Grade Students of MAS.Muallimin
Medan in Academic Year 2019/2020)

SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic
University of North Sumatera (UINSU) as a Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan* (S-1) in the English
Education Department

By :

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34.15.3.040

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH
SUMATERA
MEDAN
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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 3rd July 2020

Yang Membuat Pernyataan



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ABSTRACT

Nurul Azizah. Registration Number: 34153040. The Effect of Simon Says Game Towards Students' Listening Comprehension at The Tenth Grade of Senior High School Students. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

This study aims to determine whether the Simon Says Game method influences the listening ability of class X students. Quasi-experimental design was used in this quantitative research. The research was conducted in class X MAS Muallimin Medan in the 2019/2020 school year. The population of this study was 184 students and the sample taken by the researcher was 20 students for the experimental class and 20 students for the control class with a total of sample were 40 students. The researcher used multiple choice tests and essays as instruments in the data collection process. Researcher give pre-test before treatment and post test after treatment. Researcher analyzed by using the t-test at SPSS 22 with a significance level of 5% (0.05) to obtain the data. The data which was found by the researcher, post-test mean score in the experimental class was higher than the control class ($72.25 > 67.25$). It was found that t_0 (2.988) was higher than t table significance level of 5% (0.05) with 29 degrees of freedom was 2.045 from the result of the t-test conducted by researcher. From these result, $t_0 > t$ table produces H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. Therefore, the Simon Says game has a significant effect on the listening comprehension of class X MAS Muallimin Medan students.

Key words: *Simon Says Game, Listening Comprehension*

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In the name of Allah, the Most Gracious, the Most Merciful.

Assalamu 'alaykum wr.wb.

Alhamdulillah, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. Peace and salutation be upon to Prophet Muhammad saw as the great figure for the writer. Likewise, to his family, companions and faithful followers, may Allah blesses them all.

Under the title “**The Effect of Simon Says Game Towards Students’ Listening Comprehension at The Tenth Grade of Senior High School Students**”, this thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera (UINSU) Medan.

In conducting the research, the writer has faced a ton of difficulties such as finding the references, collecting the data, analyzing the data and especially in arranging this paper thoroughly. Therefore, the writer realized that there are numerous of people who had guided, helped, supported and given unconditional love and positive energy thus the writer was able to finish this thesis well. By those reasons, the researcher would like to express the deepest gratitude to:

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Overall, the researcher expects this thesis can give much contribution to the English education program, especially in Indonesia. Yet the researcher also relized that this thesis still has some weaknesses and mistakes. Therefore, the writer is feeling free to accept aome constructive criticisms and suggestions from every people who read this thesis in order ro build this thesis better.

Medan, 3rd of July 2020



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CHAPTER I

INTRODUCTION

A. The Background of Study

In the classroom learning activities. Listening activities was done more by students than speaking, so listening is an important ability in language teaching and learning activities.¹ Listening is an important aspect of language learning because it can develop students' knowledge in language.² Rost stated that listening activities are vital in the language class because the class provides input for the students.³ Hamouda stated that listening is a very important skill for getting input that can be understood. Thus, language acquisition occurs when a person understands the input received, and the listening skill is a key component affecting the input understanding process.⁴

Listening skill is essential in EFL learning. It has, indeed, an important role in the communication process. This is because the primary key in the acquisition of a language is to understand the information received as input. Relation to listening skills, input received is in the form of spoken language.⁵

In Indonesia, listening skill is one of the English skills considered difficult but is ignored. In language learning, listening is basic skills, so listening skills

¹ H.D.Brown,(2000),*Principles of Language Learning and Teaching*, New York: Pearson Education, Inc. P.57

² Rost, M. (1994). *Introducing Listening*. London: Penguin books.

³ Rost, M. (2002). *Teaching and researching listening*. London: Longman.

⁴ Hamouda, A. (2013). *An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom*. International Journal of Academic Research in Progressive Education and Development, 2(2). p-ISSN 2252-7427, e-ISSN 2541-3635 <https://journal.uniku.ac.id/index.php/IEFLJ/index>

⁵ Gilakjani, A. P. & Ahmadi, M. R. (2011). *A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement*. Journal of Language Teaching and Research, 2(5), 977-988.

deserve to be prioritized just like other skills like reading, speaking and writing.⁶ Hasan stated that listening comprehension is an appropriate effort in the acquisition of language and in the effort to improve the ability of other languages. Thus, it can be said that listening skills are also related to the development of language and speaking skills.⁷

Senior high school students face some problem on listening's comprehension, students feel that many unfamiliar words they heard, so that they can not get the point of contents' what the speaker says. Another problem in listening in the class is the level of students' concentration, because they often get pressure or feel nervous.⁸

Similarly, Ahsaniah conducted the research at MAS Ex-PGa Alwashliyah. The results of her research showed that the difficulties experienced by students when listen the recordings were due to the lack of vocabulary they had mastered. They had difficulty distinguishing between the sounds they hear and lack of vocabulary. So, they were not easy to understand a dialogue and answer multiple choice questions. The students did not understand the grammar that used in the text and they had difficulty in spelling so they make mistakes in completing the blank sentences.⁹ This is also in line with Goh who argues that students have

⁶ Adnan, A. (2012). Pengajaran menyimak bahasa Inggris: Masalah dan solusinya. *Lingua Didaktika*, 6(1), 1-9.

⁷ Hasan, A. (2000). *Learners' perceptions of listening comprehension problems. Language, Culture and Curriculum* 13. 137-152.

⁸ Vina Agustiana. (2018). *Listening anxiety among Indonesian EFL students*. *Indonesian EFL Journal*, 5(1), 13-26.

⁹ Ahsaniah. (2012). *The Students' difficulties in learning listening at the tenth grade of MAS Ex-PGa Alwashliyah Medan academic year 2011/2012*. (Skripsi), Keguruan dan Ilmu Pendidikan, Medan, Indonesia

difficulty in identifying familiar words, whereas students know the words but they have difficulty in understanding the words.¹⁰

In listening subject, usually using a tape recorder or DVD. Besides, many teachers also use game media for learning. According to Kumar and Lightner, the game allows students to practice vocabulary that is central to learning ¹¹.

In this research, the researcher will use Simon Says game method as one possible way to solve the problem. Actually, to help teacher in the learning process of listening, there were a lot of method can be used, such as by using songs, dictation, using radio, etc. However, in this study, the researcher wants to use the Simon Says game method which focuses on learning English through games as a new method to solve listening problems, especially in Muallimin MAS Medan.

Therefore, the researcher conducted the research under the title **“THE EFFECT OF SIMON SAYS GAME TOWARDS STUDENTS’ LISTENING COMPREHENSION AT THE TENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS”** based on the background above.

B. The Identification of Study

Researcher was identified research problems based on the background above as follows:

1. Students feel that many unfamiliar words they heard in listening comprehension
2. Students had nervous and get preasure in listening subject

¹⁰ Goh, C. (2000). A cognitive perspective on language learners’ listening comprehension

¹¹ Kumar, Rita and Lightner (2007), *Games as an Interactive Classroom Technique: Perceptions of Corporate Trainers, College Instructors and Students*, Cinnicati’s Raymond Walters College, P.54

3. Students had difficulty to understand the recording in listening section

C. The Formulation of Study

There was a research question that prepared by the researcher based on the background above: “is there any significant effect of using Simon Says game on the student’s listening comprehension?”

D. The Objective of Study

The objective of study was to find out the significant effect of using Simon Says game on student’s listening comprehension based on the problem above.

E. The Significance of Study

The researcher expects the result of this study can give significances as follow :

1. Theoretical Significance

Theoretically, the researcher hopes that the results of this study can provide information for readers, especially about the effect of the Simon Says game on students' listening comprehension.

2. Practical Significance

a. For students

The results of this study were expected to provide many benefits for students of class X MAS Muallimin Medan.

b. For Teachers

Hopefully, this research can be useful in learning strategies. If the Simon Says game is an effective strategy for students' listening comprehension, teachers can use this game in their learning process.

c. Researchers

Researcher hope that the results of this study can be useful information for other researchers who want to do a research in the same field.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Listening

1. Definition of Listening

One of the most important skills is listening. As we know, listening is a skill in understanding language or words orally. Listening skills are the basis of communication for second language learning. According to Nunan, listening is the process of reading the sound heard from the phoneme to the text completely.¹² Listening skills mean the skills to understand the meaning of what had heard.¹³ In responding to what is said or asked, the listening process will help students. Moreover, listening is the heart of all effective communication, messages will be easily misunderstood if listening skills are ineffective. Thus, communication will be cut off.

Listening is an often overlooked skill.¹⁴ One of the reason is teachers feel that these skills will automatically be acquired when students start learning languages.¹⁵

In Al-Baqarah verse 171 from the Holy Quran, Allah said :

وَمَثَلُ الَّذِينَ كَفَرُوا كَمَثَلِ الَّذِي يَنْعِقُ بِمَا لَا يَسْمَعُ إِلَّا دُعَاءً
وَنِدَاءً صُمُّ بُكْمٌ عُمْى فَهُمْ لَا يَعْقِلُونَ ﴿١٧١﴾

¹²Nunan, D, (2003), *Practical English language teaching*, Boston: McGraw Hill, p.26.

¹³ Brown, H. D, (2001), *Teaching by principle: An interactive approach to language pedagogy*, (2nd Ed), New York: Longman, p.263.

¹⁴George Herman Persulesy, (1998), *Listening Improvement Exercises For Student Of English As A Foreign Language*, Jakarta, p.5

¹⁵George Herman Persulesy, (1998), *Listening Improvement Exercises For Student Of English As A Foreign Language*, Jakarta, p.5

Which means “And the parable (of the people who call) the unbelievers is like the shepherd who calls the beast which hears nothing but calls and cries. They are deaf, dumb and blind, so (therefore) they don't understand¹⁶.” (Al-Baqarah : 171). Something that can be learned from this verse is listening with understanding its mean can help us to understand what other people say and convey to us..

Listening is a skill that responds to spoken language more than it produces written language. it is very useful in habitual action. According to Helgensen and Brown, speaking competence is not bigger than listening competence.¹⁷ From the definition of listening, it can be conclude that listeners do more than just decode what they hear.

Listening is a mental process that is invisible, making it difficult to describe. However, Brown acknowledged that the listener must understand vocabulary, grammar structure, interpret stress and intonation, distinguish between sounds and understand meaning.¹⁸ So, listening is an active interpretive process in which listeners must pair what they hear with what they already know..

Things that are involved in listening are: overcoming the characteristics of spoken language, using world knowledge, understanding different types of texts, understanding different accents and speaking speed.¹⁹ Actually, listening and hearing are not the same thing. Listening is an active skill. It depends on how

¹⁶ M Taqiudin Al-Hilali and M Mukhsin Khan, (1996), *The Noble Qur'an*, Madinah: Maktaba Darussalam, p. 25.

¹⁷ Brown, H. Douglas, (2007), *Principles of Language Learning and Teaching*, Fourth Edition. NY: Pearson Education, p.3.

¹⁸ Brown, H. Douglas, (2001), *Principles of Language Learning and Teaching*. White Plains, New York: Longman, p.249.

¹⁹ Spratt, M, Pulverness, A, and Williams, M, (2005), *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press, p.31.

enthusiastic the listener's intentions are. The listeners actively pay attention and then interpret what they have heard. make arrangements from the meanings conveyed by the speaker. According to Helgensen and Brown, active intention is needed in listening and active intention is one part of the listener.²⁰ It depends on how enthusiastic the listener's intentions are. The listeners actively pay attention and then interpret what they have heard.

From the above definition, listening is the ability to hear and understand the meaning of a person's voice. Listening is not just hearing, but also the process of understanding the meaning of what other people say. Listening is an active process of interpreting, observing and receiving.²¹

2. Kinds of Listening

a. False Listening

False listening occurs when someone pretends to listen but doesn't actually hear anything that has been said. This was a skill that people who listened to a lot of inconsequential matters, such as politics and nobility, might well practice. This is also something couples practice, especially if one partner talks too often..

b. Initial Listening

Initial listening is listening first then thinking about your response and looking for an opening to interrupt. Perhaps, while listening, we hear the first word and then begin to think about what we want to say in return. Then we find the perfect time to interrupt. So we don't have to

²⁰ Brown, H. Douglas, (2007), *op.cit.*, p.7.

²¹ Michael H. Hoppe, (2006), *Active Listening: Improve Your Ability to Listen and Lead*, Center for Creative Leadership, p.52

spend a lot of time and immediately discuss the points of conversation with our interlocutors..

c. Partial Listening

Partial listening is something that we do most of the time. We listen to other people intently and then our thoughts become distracted. As a result, we daydream before returning to hearing what other people have to say. This can be a problem when the other person has finished talking and we don't understand what they mean. Thus, it is easy for us to misunderstand. It can be a shame if they suddenly ask us about our opinion.

d. Full Listening

Full listening occurs when the listener really listens to what the other person is saying, seeking to carefully understand what the other is saying. Listeners will very easily understand the meaning of what other people say. That way, there is a good and active communication between listeners and speakers.

e. Deep Listening

In deep listening, we can listen to what is implied by what is said, know the emotions that exist, detect needs and goals, understand value and belief. What is needed is our understanding of human psychology to do the deep listening.

f. Biased Listening

Biased listening is when people hear only what they want to hear.

This means that when the person only hears what they want to hear, it is often common to misinterpret what the other person is saying.

g. Appreciated Listening

It is looking for ways to appreciate what other people have to say.

Looking for opportunities to compliment someone on what is said. In listening, we seek certain information through what we hear which will be appreciated, so it can help us to fulfill our needs and goals.

h. Sympathetic Listening

When we listen empathetically, we will also feel what they feel. In sympathetic listening, we can care about other people and show this concern by paying attention and expressing our sorrow for what they are experiencing.²²

3. The Process of Listening

Ordinary people will usually do the following three processes in listening, namely the listener feels the sound, the listener translates the sound he feels, then the listener recognizes it as a particular form of language and the listener interprets the form he recognizes, this time understanding the meaning through its forms.²³

²²Dr. Shailesh Thaker, (2008), *Types of Listening*, p.5

²³Hirokazu Yonezaki, *Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Students*, p. 22

4. Listening Comprehension

Listening comprehension is considered as an interactive process in which the listener engages in an ordered arrangement of meanings.²⁴ Listeners understand the spoken input of dissimilar sounds, know previous vocabulary, grammatical structures, stress and intonation, and use of linguistics, paralinguistics, or even other non-linguistic clues. Coordinates voice, language structure, vocabulary, and background knowledge with multiple mental processes on the part of the listener.²⁵

According to Chastain (1988), listening comprehension is divided into several components :

The first is the ability to distinguish all sounds, intonation patterns, and sound qualities in a second language in order to distinguish between them and similar sounds in the mother tongue. The second is that when the speaker says something, the listener can understand the whole message conveyed. The third is the ability to store the message in one's auditory memory until it can be processed. teachers need to know that they have heard as much language as possible so that the student's auditory can develop. This means that most of the class time must be in the language that is being taught.²⁶

²⁴Hamouda, Arafat,(2013), *An Investigation of Listening Comprehension Problems Encountered Saudi Students in the EL Listening Classroom*, International Journal of Academic Research in Progressive Education and Development.Vol. 2 p.117.

²⁵Shang, Hui-Fang, (2008), *Listening Strategy Use And Linguistic Patterns In Listening Comprehension By EFL Learners*. The Intl. Journal Of Listening I, Vol 22(1). Taiwan: Shou University, p.30

²⁶SeyedehMasoumehAhmadi,(2016), *International Journal of Research in English Education: The Importance of Listening Comprehension in Language Learning*vol.1 no.1, University of Guilan Iran, p.8

B. Games

1. Definition of Games

Activities that consist of rules, objectives, and elements of fun are called games. Each stage of learning can be used by teacher through game method because games serve as memory aids and repetition exercises, opportunities to use as much language as possible and strategies for teaching language.

The game consists of two kinds, namely competitive games and cooperative game. The players try and compete to be the winner in competitive games. In cooperative game, the players work together to get the win in the game. Successful communication in the game emphasizes the players rather than the correctness of the language.²⁷

The conclusion is there were three interrelated aspects of the various games in English as a foreign language learning. rules to follow, goals to achieve and pleasure to experience. The students are fun and relax while playing games. Learning and playing game can be done simultaneously. According to Kumar and Lightner, students can practice by using discipline vocabulary in playing the game.²⁸ By using game method, students can increase their learning motivation and the learning process feel more varied.

Students can get pleasure by learning while using the game method is one of the reasons why this method can be used by teacher in the learning process. Here some other reasons according to Prensky:²⁹

²⁷Longman, W, (1996)., *Advance Communication Games*, Harlow: Addison Wesley Longman Ltd, p.8.

²⁸ Kumar, Rita and Lightner, Robin, (2007), *Games as an Interactive Classroom Technique: Perceptions of Corporate Trainers, College Instructors and Students*, Cincinnati: University of Cincinnati's Raymond Walters College, p.54

²⁹ Prensky, M, (2001), *Why Games Engaged Us*. New York: Mac Graw-Hill, p.11.

- a. The goal of the game is students can get more motivation to learn.
- b. Because the game is interactive. Students can do something through playing game..
- c. There are challenges, conflicts and competition in the game that make it even more interesting.
- d. Games can trigger students' creativity, because there is a problem solving.
- e. Students' social life can increase because there is interaction in the game.

According to Nation, the characteristics of a good game are :³⁰

- a. Game should suitable to student's level
- b. Students must be motivated to develop their vocabulary through games
- c. Students must feel challenged by the given game material.

The advantages and disadvantages of the game must be known by the teacher so the good lesson planning can be formed..

The advantages are:

- a. Through games, students are able to solve problems that involve them
- b. Students feel satisfied when they find and experience new ideas
- c. In the game, students will be directly involved through real participation so that student interest can arise

The disadvantages are:

- a. Students are not really interested in the subject matter presented, but students are only interested in the game
- b. A lot of time spent by the game

³⁰ I.S.P. Nation, (1990), *Teaching and Learning Vocabulary*, Heinle and Heinle Publishers, Boston, p.24.

In conclusion, students are happy and relaxed when they play the game. Students can play while studying in the classroom so they don't get bored easily.

2. Interactive Game

The challenge for teachers is student involvement and motivation. It is often used as the basis for research. The use of non-traditional interventions such as simulations and games are a great learning method. Kumar and Lightner concluded that, games can be a useful method even though they cannot solve all educational problems, because this method involves students to be active.³¹

If students are involved in class activities and they think about what they are doing, it is called by interactive learning. Make learning interactive can use games, because games provide a structure for problem solving, interaction and reward students for collaborating.³² To distinguish one game from another, usually the game has its own characteristics. interactive games also have their characteristics.

3. The Advantages of Interactive Games in Language Learning

In foreign language learning activities, games also have an important role.³³ If we compare learning by using conventional techniques with games, games can encourage students to learn more. Lee said there are many advantages if we use interactive games in the learning process. Here are some of the advantages.³⁴

³¹ Rita Kumar and Robin Lightner, (2007), *Games as an Interactive Classroom Technique: Perceptions of Corporate Trainers, College Instructors and Students*. Cincinnati: University of Cincinnati's Raymond Walters College, p.53

³² Ibid, p.5

³³ Jill Halfield, (1995), *Intermediate Communication Games*. Harlow: Addison Wesley Longman Ltd, p.5

³⁴ W.R.Lee. (2001), *Language Teaching Games and Contests*, Oxford University Press: Oxford, p.15

1. Interactive games can refresh students from ordinary learning activities
2. Interactive game are full of challenge and motivation.
3. To sustain students' learning efforts, interactive games can be used
4. In various language skills such as listening, reading, writing and speaking, interactive games can be used as a method of learning
5. In communicating and interacting, interactive games can encourage students

There are some advantages of interactive game according to Kim, Tomlinson and Masuhara as follows:³⁵

1. teachers and students can be excited through interactive games
2. They cater for learners whose preferred learning style is experiential.
3. They provide rich and meaningful input of language in use.
4. They can stimulate affective and cognitive engagement.
5. They can promote positive attitudes toward the course.
6. They promote positive self-esteem.
7. They provide opportunities for personalized incidental use of the language through learners banter, encouragement, advice.
8. They provide opportunities for using language in order to achieve nonlinguistic outcomes.

In conclusion, there are many advantages by using interactive games for classroom learning activities. Interactive games can generate affective and

³⁵ Tomlinson, B. and H. Masuhara. 2009. *Playing to Learn: A Review of Physical Games in Second Language Acquisition*. Sage Publications, Vol. 4

cognitive involvement of students so students find it easier to understand the material presented.

4. Simon Says Game

According to Gordon Lewis and Gunther Bedson,³⁶ This game aims to make students follow instructions. This game has three levels, namely beginner, intermediate and advanced. To practice, it does not require many instruments.

Simon Says is a game for three or more players where one player acts as 'Simon' and issues instructions to other players. Instructions can only be carried out by other players if "simon says" is stated at the beginning of the instruction', for example if the instruction is like 'Simon says jump in the air'. The player will be eliminated from the game if the player does the instructions while the instructor does not use the word "simon says" or if the player fails to follow instructions that include "Simon says". This game aims to make students distinguish between valid and invalid commands.

In the fact, Simon says game is a game that requires two language skills, listening and speaking. One person acts as Simon speaking by saying the instructions and the other person will listen to the instructions.

C. Conceptual Framework

The basic skill that students must have before any other ability is listening. because, the first skill students use in learning activities is listening. students will try to interpret the meaning and understand the meaning of what they hear. Thus, listening has an important role for students in the learning process. even so, there are still some students who are not very good at listening skills.

³⁶ Gordon Lewis and Gunther Bedson, (1999), *Games for Children*. New York: Oxford University Press. P.130

Some of problem in listening are difficult words, feeling nervous and get preasure. In this case, researcher would like to make them easy in listening learning. Probably from this method, students feel happy and enjoy in listening learning. The strategy that will be applied in this study is simon says game. Simon says game is a game that can examine student's concentration in listening. Because this is a game, students will enjoy this learning activity.

From the explanation, researcher believes that Simon Says game will give positive significant effect of student's listening comprehension. To clarify this conceptual framework, the following draft can be seen :



Figure 2.1

D. Related Study

1. Improving listening skills through interactive games at SMP N 2 Kalasan in the academic year 2012/2013 by Aprilia Dyah. Her research relevant with this study, because the result from her research is the interactive game can improve student's listening skill. One interactive game that she used is Simon Says game.
2. The implementation of Simon Says game to improve student's vocabulary mastery in English learning at MTs.Laboratorium UIN-SU Medan by Abdul Muhsin Polem. One of the results from his research, Simon Says game can increase student's participation. It relevant with this study.

E. Hypothesis

The researcher formulated the hypothesis as follows:

H_0 : There is no significant effect of using Simon Says game on the student's listening comprehension at the tenth grade students of MAS.Muallimin Medan.

H_a : There is a significant effect of using Simon Says game on the student's listening comprehension at the tenth grade students at MAS.Muallimin Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

The research conducted at MAS.Muallimin Medan on Jl.Sisingamangaraja km 5,5, Kecamatan Medan Amplas, Kota Medan, Sumatera Utara. This research conducted for 6 meetings at the school. It started on 8th of January 2020 and finished on 24th of January 2020

B. Research Design

Considering the purposes of the research and the nature of the problem, this research is quantitative method. A quantitative purpose begins with finding and determining how the variable will be observed.³⁷ This research used an Experimental research design. Experimental research is a research that examines hypotheses between cause and effect relationships.³⁸ This research is a quasi-experimental research. Quasi experiment is an experimental situation where the researcher assigns participants to be grouped because the experiment cannot create groups for the experiment.³⁹

The aim of this method is to see about the effect of using Simon Says game before and after treatment. There are two groups which include experimental research, namely the experimental group and the control group. The group that received the new treatment was called the experimental group, while

³⁷ John W. Creswell,(2009), “*Research Design Qualitative, Quantitative and Mixed Method Second Edition*”, (Los Angeles, CA: Sag), p. 173.

³⁸ Margeurite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler,(2006),*Method in Educational Research*, (US America: Jossey-Bass), p.12.

³⁹ John W. Creswell, (2012), *Educational Research Planning*, (US America: Pearson Education Limited), p. 10.

the group that received the common treatment was called the control group. So, Simon Says game applied to the experimental group and the researcher used the method that teacher often used to teach listening and deliver it to control group.

The following shows the quasi-experimental design according to Ary:⁴⁰

Table 3.1

Quasi-Experimental Design: Pre-test and Post-test Design

Group	Pre-test	Independent Variable	Post-test
Experimental	✓	✓	✓
Control	✓	✗	✓

C. Population and Sample

The very important things in conducting research were the sample and population. Population was a group of subjects determined by the researcher to study and draw conclusions according to Sugiyono⁴¹. Population can be defined as a group to whom the researcher would like to generalize the result of the study. This research took the population from the tenth grade students at MAS.Muallimin in the academic year 2019/2020. It is consist of 184 students.

⁴⁰ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh. (2010). *Introduction to Research in Education 8th edition*, USA: Wadsworth Cengage Learning. p.316

⁴¹Sugiono, 2010, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, p.117.

See the table below :

Table 3.2

The tenth grade students of MAS.Muallimin Medan

Number	Grade	Total Students
1	X MIA-1	35
2	X MIA-2	37
3	X MIA-Plus	20
4	X IIS-1	36
5	X IIS-2	36
6	X IIS-Plus	20
Total of population		184

DonalAry stated that sample is part of population or the representation of a population. A sample is small proportion of population selected for observation and analysis.⁴² Sample is the individual selections who will be participate to be observed or questioned. It will be taken from the group on which information is obtained. The group itself can be called by population.

In this research, the researcher used simple random sampling to take the sample. So, the researcher chose two classes that has the same total of students. The aim is the research can be fair. Based on the table 1.1, the researcher chose X MIA-Plus and X IIS-Plus as the sample because homogenous. X MIA-Plus as

⁴² ibid p.78

experimental class and X IIS-Plus as controlled class. There were 20 students from each class. So, the total of sample in this research were 40 students.

D. Instrument of the Study

Instrument is a device the researcher uses to collect data. In this study the test was used as an instrument. From the test, researcher knew about student's ability. Besides, the test used as means to motivate students to learn or review specific material⁴³. Through the test, the researcher does not only motivate and measure the student's ability, but also improve the lesson teaching learning process. So in this study, the researcher took the tests from Simon Says game. The tests were given in the form of pre-test and post test. There are 10 multiple choice questions and 10 essays in this test.

Before students from the control class and the experimental class receive treatment, they will be given a test called a pre-test. Conducted pre-test is aimed to see the student's ability in listening comprehension. While the test given to students after they have received treatment is called a post test. The goal is to see the differences of the results in the experimental class and the control class.

E. Technique of Data Collection

1. Pre-test

According to Wiersma, pre test is gives to the students before they get a treatment ⁴⁴. Pre-Test is a measure or test given to a subject before being given experimental treatment. There were 20 items in this test. The score is 5 for the correct answer. Students got score 100 if they can answer all questions correctly.

⁴³ Penny Ur, (1996), *A Course in Language Teaching*, Cambridge: Cambride University Press,p.34

⁴⁴ William Wiersma, (1991), *Research Methods in Education: An Introduction*, Boston: Allyn and Bacon, p.106

2. Treatment

After pre-test, the researcher gave the treatment to experimental class. The researcher used Simon Says game in experimental class in learning process. Besides, the researcher did not used Simon Says game in control class.

3. Post-test

Wiersama says that this is to get the data, a post-test is given to the post-test group, because the design is one group pre-test and post-test⁴⁵. Post-test is a measure taken after the experimental treatment has been applied. The content of post test is different with pre test. There were 20 items in this test. The score is 5 for the correct answer. Students got score 100 if they can answer all questions correctly.

F. Technique of Data Analysis

Data were calculated using Microsoft Excel and SPSS v.22 software with a significance level of 0.5. The result of the data consists of several parts:

1. Normality Test

To find out whether the data from the experimental group and the control group were normally distributed or not, a normality test was performed. The researcher use the independent sample t-test to measure the data if the data from the experimental class and the control class were normally distributed. Besides, the researcher use the nonparametric test if the data from the experimental class and control class were not normally distributed. The normality test has done with SPSS v.22 which has requirements as follows: if the significance scores of (Asymp. Sig. 2 tailed) > 0.05 , so the distribution of data is normal, but if the

⁴⁵ *Ibid* p.108

significance scores of (Asymp. Sig. 2 tailed) <0.05 , the data distribution is not normal. Researcher use SPSS with steps⁴⁶:

- a. Open SPSS program.
- b. Input all the data.
- c. Click *Analyze* from the top menu. Choose descriptive statistics and click explore.
- d. Move data from the left box into the dependent list box on the right.
- e. Click plot then uncheck the checklist under descriptive, then tick on the Normality plot with tests and uncheck under Spread vs Level with Levene Test.
- f. Then, click continue and ok.

2. Homogeneity Test

To find out whether the data from the two groups have the same variant or not, use the homogeneity test. The homogeneity test also uses SPSS v.22. The test significance level of the homogeneity test should be more than 0.05. Here are the steps:

- a. Open the SPSS program.
- b. Then, input the data in the data view.
- c. Click “*Analyze*” in the top of the menu. Choose the *Compare Means* and then click one way *ANOVA*.
- d. Move the data of experimental group into *Dependent List* and the data of control group into *Factor*.
- e. Click *Options*, tab to open the dialogue box.

⁴⁶ Andrew Garth, (2008), Analysis Data Using SPSS (*A Practical Guide for Those Unfortunate Enough to Have to Actually Do It*), Sheffield : Hallam University. p.73

- f. Give a tick in Homogeneity of variance tests.
- g. Click continue and click OK.

3. T-Test

After obtaining data from the pre-test and post-test, the researcher will find out whether the Simon Says game is effective or not on the listening comprehension of class X MAS Muallimin students in the 2019/2020 academic year. To find it, the researcher will calculate the data using the t-test on SPSS V. 22. The statistical analysis used to determine whether there is a significant difference between the two sample means or not is called the t-test. Here are the steps:

- a. Open the SPSS program;
- b. Click the *Variable View* and then fill the *Name* column with *Score* at the first row and *Class* at the second row;
- c. In *Label* column, write *English Score* at the first row and write *Class* at the second row;
- d. In the *Value* column, click the second row and fill *1* at the *value* box and *Experimental Class* at the *Label* box;
- e. Click *Add* and fill *2* at the *value* box and *Controlled Class* at the *Label* box. click *OK*;
- f. Input the data in data view.
- g. Click “*Analyze*” in the top of menu. Choose *Compare Means* and then click one way *Independent Sample T-test*.
- h. Move the data of experimental group into *Test Variable* and data of control group into *Grouping Variable*.

- i. Click *Define Group* and type1 in the column of *Group 1* and type2 in the column of *Group 2*;
- j. Click continue, and *OK*.

4. Hypothesis Test

Researcher use statistical hypotheses to determine the results of observation on the sample. Here are the criteria::

H_a is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) $5\% < (0.05)$

H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) $5\% > (0.05)$

The hypotheses of this study are:

- a. Alternative Hypothesis (H_a) :

There is a significance difference of students' listening comprehension between students who are taught by using Simon Says game and students who are taught without using Simon Says game.

- b. Null Hypothesis (H_0) :

There is no significance difference of students' listening comprehension between students who are taught by Simon Says game and students who are taught without Simon Says game.

G. Validity and Reliability of Data

Validity is a prerequisite for educational testing so that research can be well received. Validity denotes the breadth of a test score that allows meaningful and precise interpretation ⁴⁷. Ghazali stated that the validity test was used to measure whether a questionnaire was valid or not. A questionnaire is said to be valid if the

⁴⁷Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, (2010), *Introduction to Research in Education 8th edition*, USA : Wadsworth Cengage Learning. p.224.

questions on the questionnaire are able to reveal something that will be measured by the questionnaire.⁴⁸

Ghozali stated that reliability is a tool for measuring a questionnaire which is an indicator of a variable or construct. The questionnaire is said to be reliable if a person's answer to a statement is stable over time. Measurements that have high reliability are measurements that can produce reliable data.⁴⁹

In this research, the researcher used standard test. This standard test is a test that has undergone a process of standardization, namely the process of validation and reliability so that the test is truly valid and reliable for a purpose and for a particular group.⁵⁰

⁴⁸ Imam Ghozali, (2009), *Aplikasi Analisis Multivariate Dengan Program SPSS, Edisi Keempat*, Penerbit: Universitas Diponegoro. p.49

⁴⁹ Imam Ghozali, op.cit. p.50

⁵⁰ Ngalim Purwanto, (2009), *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, Bandung: PT Remaja Rosdakarya. p.33

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION.

A. Data Description

There were two data obtained by researchers after conducting research. There were the data from the experimental class (X MIA-Plus) and the control class (X-IIS-Plus). Data obtained by giving pre-test and post-test to students, pre-test given at the first class meeting before the treatment was carried out. It was conducted on 8th of January 2020. Besides, the post-test is given at the last meeting after the treatment is given to students. The post-test was conducted on 24th of January 2020.

1. The Pre-Test Score

Figure 4.1 below is the pre-test score in the experimental class and the control class in class X MAS Muallimin Medan 2019/2020. In the experimental class there were 20 students and in the control class there were 20 students.

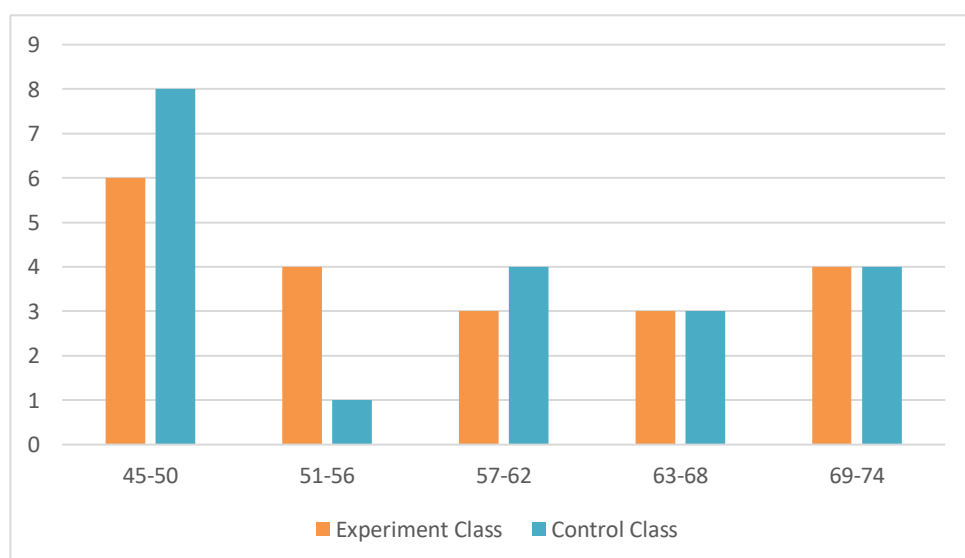


Figure 4.1 Students' Pre-Test Score in Experimental and Controlled Classes

Based on the figure 4.1, it was found that there were 6 students of experimental class and 8 students of controlled class got 45-50 as the lowest score of pre-test. In 51 – 56 scores, it was found that there were 4 students of experimental class and 1 student of controlled class who were in this range score. Then, there were 3 students of experimental class and 4 students of controlled class in scores 57 - 62. Furthermore, there were 3 students for both experimental and controlled classes who got 63 – 68 scores. The last, in around 69-74 it was found that there were 4 students who reached the score for each of the class. (The full data of the pre-test score in experimental and controlled classes can be seen in appendix).

2. The Post-Test Score

Figure 4.2 below is the post-test score in the experimental class and the control class in class X MAS Muallimin Medan 2019/2020. In the experimental class there were 20 students and in the control class there were 20 students.

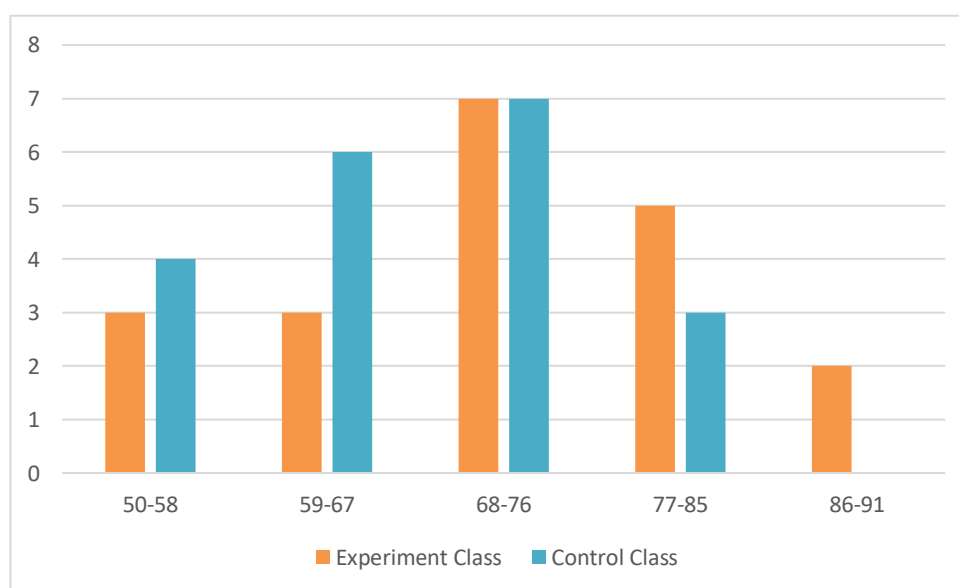


Figure 4.2 Students' Post-Test Score in Experimental and Controlled Classes

Based on the figure 4.2, it was found that in the lowest score of post-test there were 3 students in experimental class and 4 students in controlled class who got the score around 50 – 58. In around 59 - 67 scores, there were 3 students in experimental class and 6 students in controlled class. Around 68 - 76 scores, there were 7 students for both experimental and controlled class. Then, there were 5 students of experimental class and 3 students of controlled class who got scores around 77 - 85. In the highest score of the test, it was found that there were merely 2 students who reached the score around 86 – 91 from experimental class. (see the appendix of complete data from the pretest and posttest scores). In the conclusion, there were differences in scores between the experimental class and the control class..

3. The Gained Score

The gained score is the difference between the post-test and pre-test scores. Figure 4.3 shows the gained score in the experimental class and the control class in the class X MAS Muallimin Medan in the 2019/2020 school year. In the experimental class there were 20 students and in the control class there were 20 students.

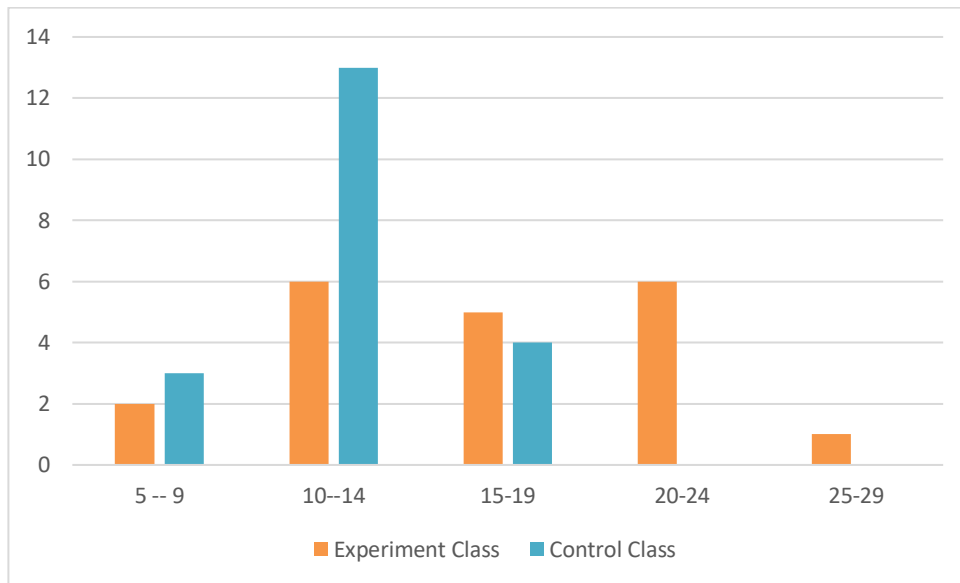


Figure 4.3 Students' Gained Score in Experimental and Controlled Classes

Based on the figure 4.3 above, it was found that in experimental class there were 2 students and in controlled class there were 3 students who got lowest gained scores around 5 – 9. Then, in 10 – 14 gained scores, within this range it was found that students in the control class score was the highest in which there were 13 students in controlled class and 6 students in experimental class. Then, in 15 – 19, there were 5 students from experimental class and 4 students from controlled class who got the gained score around this range. Next, there were 6 students from experimental class and 0 student from controlled class who had the gained score around 20 – 24. In 25 – 29 gained score, there were merely 1 students from experimental class who had around this gained score. (See the appendix of complete data from the gained scores).

Through all the scores encountered by the researcher, the following is a chart made by the researcher to show the increase of students' score before and after

receiving treatment. It comes from the mean value of the pre-test, post-test and the gained score. Here is the chart:

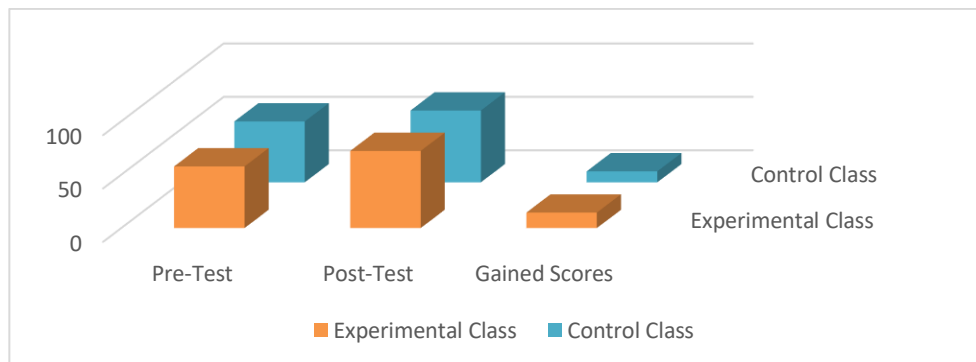


Figure 4.4 Mean Score of Pre-Test, Post-Test and Gained Score of Experimental and Controlled Classes

Figure 4.4 shows that in the experimental class and control class there was an increase. The mean scores of the pre- test, post test and the gained score from the experimental class and the control class prove it. The mean score of pre-test in experimental class was 57,75 while in controlled class was 57. Then, the mean score of post-test in experimental class was 72,25 while in controlled class was 67,25. Furthermore, it was found that the mean of gained score in experimental class was 14,5 while in controlled class was 10,25.

B. Data Analysis

Researchers analyzed the data in three ways in this study. First, the normality and homogeneity tests were used by researcher to test the initial data. Second, the hypothesis test is calculated by the researcher. The last, researcher calculate statistical hypotheses to conclude the results.

1. Preliminary Analysis

a. Normality Test

In this study, the normality test was tested using Lilliefors in SPSS V22. Before carrying out the t-test, this test must be carried out first, the aim is that the researcher knows whether the experimental class and control class data are normally distributed or not. Researchers tested by taking the pre-test and post test values. If the significant value (Asymp. Sig. 2 tailed) is more than 0.05 or the Ltable is higher than the Lobserve with the number of samples (n) 20 for each class, then the data is normally distributed. Here is the normality test of the pre-test:

Table 4.1

Normality of Pre-Test

One-Sample Kolmogorov-Smirnov Test

		PRE-TEST EXPERIMENT CLASS	PRE-TEST CONTROL CLASS
N		20	20
Normal	Mean	57,75	45,00
Parameters ^{a,b}	Std.		
	Deviatio	9,101	7,609
	n		
Most	Absolute	,137	,156
Extreme	Positive	,119	,156
Differences	Negative	-,137	-,150
Test Statistic		,137	,156

Asymp. Sig. (2-tailed)	,200 ^{c,d}	,200 ^{c,d}
------------------------	---------------------	---------------------

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Table 4.1 shows that normality is significant. From the Lilliefors table, the significance value of the experimental class and control class is 0.200. The significance score was also more than 0.05. It can be concluded that the pre-test scores of the experimental class and the control class are normally distributed.

Table 4.2

Normality of Post-Test

One-Sample Kolmogorov-Smirnov Test

		POST -TEST EXPERIMENT CLASS	POST-TEST CONTROL CLASS
N		20	20
Normal Parameters ^{a,b}	Mean	72,25	67,00
	Std. Deviation	12,405	8,335
Most Extreme Differences	Absolute	,148	,141
	Positive	,138	,125
	Negative	-,148	-,141
Test Statistic		,148	,141
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 4.2 shows that in the experimental class and control class there is a significance value of 0.200. The significance value (Asymp. Sig. 2 tailed) is also more than 0.05. It can be concluded that the post test scores obtained from the experimental class and the control class are normally distributed

Look at the appendix that the researcher has presented to see the details of the frequency distribution normality test of the pre-test and post-test scores in the experimental class and the control class..

b. Homogeneity Test

After carrying out the normality test, the next step is do the homogeneity test. This test aims to test the similarity of the sample in the experimental class and the control class. The test was calculated using SPSS V.22 with the Levene statistical test formula. If the data significance level was more than 0.05, the data was homogeneous. The following is the description of homogeneity of pre-test variances:

Table 4.3

Test of Homogeneity of Pre-Test Variances

Test of Homogeneity of Variances

RESULT PRE TEST

Levene Statistic	df1	df2	Sig.
,604	1	38	,442

Table 4.3 shows that the pre-test significance in the two classes was 0.442. it shows that the significance value is more than 0.05, which means that the two classes have the same variants or homogeneous.

Table 4.4

Test of Homogeneity of Post-Test Variances

Test of Homogeneity of Variances

RESULT POST TEST

Levene Statistic	df1	df2	Sig.
3,453	1	38	,071

Table 4.4 shows that the post-test significance value of both classes is 0.071. It is more than 0.05. So, the post-test data in both classes, experimental class and control class are homogeneous.

2. T-Test

After the researcher conducted the normality and homogeneity test, the researcher do the t-test using SPSS v.22. The goal is to find out the significant differences between the two classes tested. In this study, the t-test significance level was 5% (0.05). With the t-test, researcher can also find evidence about the effect of the Simon Says Game on students' listening comprehension. Researcher calculated the data from gained scores from the experimental class and the control class. Here is the result of t-test:

Table 4.5

The Result of T-test from Post-test Score of Experimental and Controlled Class

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT OF STUDY	EXPERIMENT CLASS	20	14,50	5,596	1,251
	CONTROL CLASS	20	10,25	3,024	,676

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
RESULT OF STUDY	Equal variances assumed	10,134	,003	2,988	38	,005	4,250	1,422	1,371	7,129
	Equal variances not assumed			2,988	29,225	,006	4,250	1,422	1,342	7,158

Table 4.5 shows that in the experimental class and the control class there were significant differences. This can be seen from the group statistics which show the mean (M) score obtained by the experimental class is 14.50 while the mean (M) score obtained by the control class is 10.25. The experimental class obtained a

standard deviation (SD) score 5,596 while the control class obtained a standard deviation (SD) score 3.024.

3. Hypothesis Test

Researcher used statistical hypothesis testing to determine the results of the study. Here are the criteria:

- a. H_a is accepted if $t_0 > t_{table}$ with the Sig. (2-tailed) 5% $< (0.05)$
- b. H_0 is accepted if $t_0 < t_{table}$ with the Sig. (2-tailed) 5% $> (0.05)$

From the t-test counting of post-test in experimental and controlled classes, it was found that the $t_{observe} = 2,988 > t_{table} = 2,045$ and the Sig. (2-tailed) is $0.006 < 0.05$. It can be drawn that $t_{observe} > t_{table}$ and the Sig. (2-tailed) < 0.05 . The H_a was accepted which means the Simon Says game is effective on the students' listening comprehension.

C. Discussion

From the findings above, it indicates that there is significance effect of Simon Says game towards students' listening comprehension at the tenth grade of MAS. Muallimin Medan. In post test, the students' scores in the experimental class were better than the control class students' scores. The students' listening ability of the experimental class and the control class was almost the same based on the pre-test scores. This indicates a significant difference between students who were taught using the Simon Says Game and students who were not taught.

As well as the researches did by Aprilia Dyah who observed Simon Says game to the students' listening ability and Abdul Muhsin Polem who observed Simon Says game to the students' vocabulary mastery. This research also has the same result with them even the researcher was applied Simon Says game on

students' listening comprehension where there is significant effect of using Simon Says game on the students' listening comprehension.

The researcher taught the experimental class and the control class in six meetings. The researcher took the teaching topic from the first semester curriculum which was "announcement". Researcher use the Simon Says game as a method of learning English in the experimental class. While the researcher did not use the Simon Says game in the control class. So, the researcher found some differences about the two classes. Here are the explanation:

Firstly, the researcher found that the experimental class experienced higher improvement than the control class. It can be proven by looking at the pre-test and post-test scores that students have achieved in both classes. Second, because the training was intense and meaningful, the researcher found that this game has become the center of the language teacher's technique on English listening in the experimental class. Students can obtain material in a simple and interesting way and students can achieve several points through the simon say game method that used by the researcher. Students also get easier to identify unfamiliar word as Goh argues that students have difficulty in identifying familiar words, whereas students know the words but they find it difficult to understand the meaning of the words. On Simon Says game method, students practice the word delivered directly.

Thirdly, the researcher found that the students feel enjoy on the learning process. By applying Simon Says game, students are excited, more concentrated on listening subject. As what Prensky stated that game can create a big interest through realistic participation, because this game involves the students directly.

Fourth, it was easier for students to listen to what they hear through the research that has been done. Simon Says game could make the students confident and paid attention to the materials, so the materials could be delivered well. According to Thomas, Tomlinson and Masuhara, interactive games promote positive attitudes towards the course. It means Simon Says is effective technique to teaching-learning activity especially in listening class.

As the final conclusion of this study, it is proven that there is a significant effect of using Simon Says game method on the students' listening comprehension at the tenth grade level of Senior High School students as new and creative media in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, the researcher concluded that the Simon Says game was effective in students' listening comprehension. It is shown by the analysis of the data that t_0 was higher than t_{table} in the significance level of 5% ($2,988 > 2,045$). It can also be seen from the comparison between the mean of gained score in experimental class which was 14,5 while in controlled class the mean of gained score was 10,25.

In this study, H_a (Alternative Hypothesis) is accepted, which means that the Simon Says game has an effect on students' listening comprehension. It can be concluded that the research question has been answered and proved that Simon Says game is success to improve students' listening comprehension at the tenth grade students of MAS.Muallimin Medan.

Simon says game is an intense and meaningful game, this game has become the center of the language teacher's technique on English listening in the experimental class. Students can obtain material in a simple and interesting way and students can achieve several points through the simon say game method that used by the researcher. Its also found that the students feel enjoy on the learning process. By applying Simon Says game, students are excited, more concentrated on listening subject. And also found that the students were easier to listen what they have heard. Simon Says game could make the students confidents and paid attention to the materials, so the materials could be delivered well.

B. Suggestion

Based on the results of the study, here are some suggestions given by researcher to students, teachers and other researchers:

1. Students in learning English on their own, students should find out motivation in learning. To support learning, many methods and media can be used. Simon Says game is just one of them. Students can be more active in the teaching and learning process in the classroom by using Simon Says Game. Without realizing it, they have improved their listening skills and they also feel enjoy and fun in learning process.
2. As an English teachers, teachers should know current students are different from future students. Teachers must be able to find a creative and current methods in the learning process. Simon Says game can be an effective method. Suggestions from the researcher, English teachers should try to apply this method in their class..
3. For other researchers, they can try to use the Simon Says game at different levels of learners through different learning topics to prove the effect of the Simon Says game on students' listening comprehension. They can also do further research. Researcher found in this study that the Simon Says game also affects to other skills in English such as speaking.

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APPENDIX I

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAS.Muallimin Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1 / 1

A. Standar Kompetensi:

Mendengarkan

Memahami makna dalam percakapan teks monolog sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar:

Merespon makna dalam teks monolog bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain dan memerintah atau melarang.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

1. Menjawab pertanyaan dari teks monolog sederhana
2. Memahami teks monolog

D. Materi Pembelajaran

ANNOUNCEMENT

To: All Students

Our school will participate on the School National Competition that will be held on February 7th 2016. We will join some competitions, such as:

1. English Deate Competition
2. Math Competition

3. The Cleanest School Competition

All the students that will be the representatives of English Debate Competition and Math Competition have already prepared themselves well. To support the third competition (The Cleanest School Competition), we will work together on it. On the other words, all students should give their hands to support it.

Since the competition will be held less than a month, we do not have much time to do nothing. The class will start at 8:30 A.M starting for next week and it will end at 01:30 P.M. However, all students and teachers must come at 7 A.M as the previous time of class started. We will do cleaning the classes, bath rooms, garden, yard, and all rooms in the school from 7 A.M until 8 A.M. Then, we will have 30 minutes break time before starting the class.

This rule will go on until February 5th, 2016. On 6th 2020, all students and teachers will stay at home to prepare themselves before the competition on the next day.

We should hold hands together to have the successful results of the competition. For further information, please ask your homeroom teacher.

Head Master

E. Metode Pembelajaran

Dictation

F. Langkah-langkah kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Awal (pendahuluan)	1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : santun) 2. Mengecek kehadiran siswa (nilai yang ditanamkan : disiplin dan rajin)	10 menit

	<ol style="list-style-type: none"> 3. Tanya jawab berkaitan dengan hal kondisi siswa. 4. Memberikan motivasi dan stimulus kepada siswa 	
Inti	<p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Memberikan gambaran awal materi hubungannya dengan metode dictation yang akan diberikan kepada siswa 2. Guru membacakan teks monolog 3. Guru menanyakan kepada siswa tentang maksud dari teks monolog yang dibacakan. <p>Elaborasi</p> <ol style="list-style-type: none"> 1. Guru mendiktekan teks monolog untuk memahami teks <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa bertanya dan berdiskusi dengan guru tentang maksud dari isi teks monolog 2. Siswa bertanya tentang dictation yang diberikan 	70 menit
Penutup	<ol style="list-style-type: none"> 1. Menyimpulkan materi belajar 2. Menanyakan kesulitan siswa 	10 menit

	<p>selama proses belajar mengajar</p> <p>3. Mengakhiri pembelajaran dan meminta siswa untuk memahami kembali materi yang telah diajarkan di rumah</p>	
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G. Sumber Pembelajaran

Buku Look Ahead 1, English for Better Life

H. Penilaian

Test	Score
20	100

Nilai = jumlah jawaban benar x 4

Mengetahui

Guru Bahasa Inggris

Peneliti

Patima Hawa, S.Pd

Nurul Azizah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAS.Muallimin Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : 1 / 1

A. Standar Kompetensi:

Mendengarkan

Memahami makna dalam percakapan teks monolog sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar:

Merespon makna dalam teks monolog bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain dan memerintah atau melarang.

C. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

1. Menjawab pertanyaan dari teks monolog sederhana
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Since the competition will be held less than a month, we do not have much time to do nothing. The class will start at 8:30 A.M starting for next week and it will end at 01:30 P.M. However, all students and teachers must come at 7 A.M as the previous time of class started. We will do cleaning the classes, bath rooms, garden, yard, and all rooms in the school from 7 A.M until 8 A.M. Then, we will have 30 minutes break time before starting the class.

This rule will go on until February 5th, 2016. On 6th 2020, all students and teachers will stay at home to prepare themselves before the competition on the next day.

We should hold hands together to have the successful results of the competition. For further information, please ask your homeroom teacher.

Head Master

E. Metode Pembelajaran

Simon Says game

F. Langkah-langkah kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Awal (pendahuluan)	<ol style="list-style-type: none"> 1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan : santun) 2. Mengecek kehadiran siswa (nilai yang ditanamkan : disiplin dan rajin) 	10 menit

	<ol style="list-style-type: none"> 3. Tanya jawab berkaitan dengan hal kondisi siswa. 4. Memberikan motivasi dan stimulus kepada siswa 	
Inti	<p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Memberikan gambaran awal materi hubungannya dengan permainan Simon Says yang akan diberikan kepada siswa 2. Guru membacakan teks monolog 3. Guru menanyakan kepada siswa tentang maksud dari teks monolog yang dibacakan. <p>Elaborasi</p> <ol style="list-style-type: none"> 1. Guru menerangkan tentang Simon Says game 2. Guru menggunakan Simon Says game untuk memahami teks monolog <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Siswa bertanya dan berdiskusi dengan guru tentang maksud dari isi teks monolog 2. Siswa bertanya tentang Simon 	70 menit

	Says game	
Penutup	<ol style="list-style-type: none"> 1. Menyimpulkan materi belajar 2. Menanyakan kesulitan siswa selama proses belajar mengajar 3. Mengakhiri pembelajaran dan meminta siswa untuk memahami kembali materi yang telah diajarkan di rumah 	10 menit

G. Sumber Pembelajaran

Buku Look Ahead 1, English for Better Life

H. Penilaian

Test	Score
20	100

Nilai = jumlah jawaban benar x 4

Mengetahui

Guru Bahasa Inggris

Peneliti

Patima Hawa, S.Pd

Nurul Azizah

APPENDIX II

The Instrument of Listening Tests

PRE-TEST

Listen and complete the following text based on what you have heard.

Text 1

Attention, please. Next month all students of Class X will do (1)_____, such as flying fox, spider webs and so on, in an outbound site. You (2)_____ by instructors, so you don't need to worry. However, we need your parents to sign (3)_____, informing that you are healthy and allowed to do the activities. Please (4)_____ these letters to your class teachers (5)_____. Thank you.

Text 2

Good morning, students. We have arrived the home shelter (1)_____. You have a few minutes to prepare yourselves before walking to (2)_____. Of importance, don't forget to attach your (3)_____ to your T-shirts before doing the activities. Please gather in the field where you will meet (4)_____ who are ready to guide you. Follow all their instructions and be careful while doing the activities. (5)_____ and enjoy your experience. Thanks

Answer key

Text 1

(1) **Outbond activities**

(2) **Will be guided**

(3) **Letters of consent**

(4) **Submit**

(5) **Before next Saturday**

Text 2

- (1) safely**
- (2) the outbond site**
- (3) identity card**
- (4) many instructors**
- (5) have fun**

Listen and choose A, B, C, D or E for the correct answer.

1. Where do you probably hear the announcement?
 - A. At a school canteen
 - B. In a school library
 - C. At a school yard
 - D. In a teachers' office
 - E. In a classroom
2. Who may deliver the announcement?
 - A. A class captain
 - B. A principal
 - C. A teacher
 - D. School staff
 - E. An OSIS chairperson
3. What is the announcement about?
 - A. The celebration of a city carnival
 - B. The preparation for a city carnival
 - C. The theme of a city carnival
 - D. The participants of a city carnival
 - E. The committee of a city carnival
4. When will the event be held?
 - A. Next week
 - B. Next month
 - C. Next two months
 - D. Next three months
 - E. Next year
5. What is the purpose of the text?
 - A. To invite a person to a dress rehearsal
 - B. To inform about a dress rehearsal
 - C. To ask a person to perform a drama
 - D. To promote the school's event
 - E. To arrange a dress rehearsal
6. Who is the announcement for?
 - A. All students
 - B. Grade X students
 - C. OSIS staff members
 - D. Performing students
 - E. The school anniversary committee
7. Who is the announcement addressed to?
 - A. All students
 - B. Study club members
 - C. All training participants

- D. Town festival participants
 - E. Speaking club members
8. How many items should the listeners bring?
- A. One
 - B. Two
 - C. Three
 - D. Four
 - E. Five
9. What are the listeners going to do?
- A. Have a study club
 - B. Speak in English
 - C. Make a square
 - D. Play a game
 - E. Meet a foreigner
10. Who will arrange the trip?
- A. The OSIS committee
 - B. The principal
 - C. The teachers
 - D. The school staff
 - E. The class captains

Answer key

- (1) E
- (2) A
- (3) B
- (4) C
- (5) B
- (6) D
- (7) C
- (8) C
- (9) D
- (10) A

The script for multiple choices

Number 1-4 :

Attention, friends. Thank you for your time gathering here in class. Our school is hoping to join the city carnival and our class has been appointed representatives. We are free to choose the theme of the show, as long as we avoid adversity. If you have ideas about what we should perform during the carnival, please tell me. We still have around two months to discuss and practice.

Number 5-6 :

Attention, please.

For students who are going to perform in the celebration of our school anniversary, a dress rehearsal will be held at the school hall on Monday, November 14, 2016 at 4 p.m. Please bring the equipment needed for the performances. Thank you.

Number 7-9 :

Attention, all speaking club participants.

The next meeting will be on Thursday, December 1, 2016 at 4 p.m. sharp. Please bring a plastic bottle, a piece of used cloth and an old magazine. We will be playing a game. Be there or be a square!

Number 10:

Dear, students. The OSIS committee will arrange a trip to Borobudur Temple and other tourist resort on October 27, for two days and one night. Contribution for each participants is Rp 200.000 including transportation, meals and hotel. If you are interest, please register by October 20 with the organizing committee either by e-mail to OSIS at SMA-IC.COM

POST-TEST

Listen and complete the following text based on what you have heard.

To celebrate our school (1)_____ and to make students inspired and motivated (2) _____ our heroes and heroines', they will be a hero and (3) _____ – like costume show which will be held on Saturday, November 12, 2016 at 4 p.m. in the school hall.

Each class should send its (4) _____ one boy and one girl. A chosen representative is free to choose a hero or heroine he/she likes. (5) _____ due date, each. (6) _____ must wear a hero or heroine – like costume and interview about his/her (7) _____ of the hero or heroine. A winner and two runners up will be (8) _____ based on the creativity, similarity with the hero or heroine, gracefulness in doing the show, fluency and (9) _____ during the interview.

Great prizes will be (10) _____ for the winner and runners up. For further information about the show, please contact Maya and Okky during school hours.

Answer key

(1) anniversary

(2) by

(3) heroine

(4) representatives

(5) on

(6) participant

(7) knowledge

(8) determined

(9) accuracy

(10) available

Listen and choose A, B, C, D or E for the correct answer.

1. What is the announcement about?
 - A. A neighborhoods' activity
 - B. Ms. Maryam's program
 - C. Used clothes donation
 - D. Victims a landslide
 - E. Fund raising activity
2. Where can Ms.Maryam accept her neighbors' questions ?
 - A. At her house
 - B. At her office
 - C. At the neighborhood
 - D. At the landslide area
 - E. At the committee office
3. When do the members have meeting?
 - A. In the morning
 - B. On Thursday afternoon
 - C. On Thursday morning
 - D. In the afternoon at three o'clock
 - E. In the evening
4. How long does the meeting last?
 - A. One and a half hours
 - B. One hour
 - C. One and a quarter hours
 - D. Two hours
 - E. Three hours
5. What kind of the text is it ?
 - A. A letter
 - B. A label
 - C. A postcard
 - D. An announcement
 - E. Memo
6. What is the text about?
 - A. The class meeting in a school
 - B. The winner of the class meeting
 - C. An invitation to join a class meeting
 - D. The plan of having a class meeting
 - E. Discussion about holding a class meeting
7. When can you find the text?
 - A. At a school
 - B. At a bookstore
 - C. At a bank

- D. At a park
 - E. At school fee sheet
8. Why does the principal make the announcement?
- A. To ask the students to be nice
 - B. To let the students introduce to their junior
 - C. To ask the students to contact their parents
 - D. To inform about the new school year
 - E. To persuade student's to have a holiday
9. When will the activity be held?
- A. In may
 - B. In june
 - C. In july
 - D. In august
 - E. In april
10. If the camp starts in June 5th, when will it end?
- A. June 6th
 - B. June 7th
 - C. May 12th
 - D. May 25th
 - E. July 5th

Answer key

- (1) E
- (2) A
- (3) B
- (4) B
- (5) D
- (6) C
- (7) A
- (8) D
- (9) B
- (10) B

The script for multiple choiches

Number 1-2 :

Announcement

Hi, Guys! Our neighborhood will hold a Fund Raising Activity next month. It is intended to help victims of the landslide which happened yesterday. Everyone who is interested in this activity, please join us. You are also invited to donate your used clothes. If you have any questions, please feel free to contact Ms. Maryam as chief program coordinator at her house from 07.00 a.m. – 03.00 p.m. Monday to Friday.

Committee

Number 3-4 :

Announcement

English Conversation Club (SCC) is opening registration for new members join us and improve your English!

Every Thursday from 16.00 to 17.00 at the school hall. For registration, please contact

Darwin (XIA)

Anissa (XIB)

Number 5-6 :

Attention

All students must join the class meeting from 15th December to 21st Desember2008

Principal

Nathalie

Number 7-8 :

Announcement

This is a new school year and there are many new students around. Please be friendly and help them understand the rules of our school.

Principal

Number 9-10 :

Announcement

There will be a holiday camp next month. All scout must join this camp. The activity will take place at Royal Camping Site and last for three days.

For further information, please contact Mr. Arkan.

Medan, May 12th,2010

The Chief of Scout Organization

APPENDIX III

Name of Students

B. Name of Students in Experimental Group (X MIA-Plus)

No.	Name of Students
1	Abdullah Nur Salam
2	Adam Dermawan
3	Ade Farhan Batubara
4	Adinda Hary Permata Sari
5	Ahmad Khamal Harazy
6	Annisya Rotua Br. Siagian
7	Arini Alfa Hidayah
8	Arsalina Fajrah
9	Attika
10	Cindy Amelia Putri
11	Cristio Djorgi Situmorang
12	Dini Azra Nabila
13	Farhan Fahrezi Siregar
14	Fitri Hadisti Ginting
15	Istiqomatunnisa
16	Jesica Khairiah
17	Juliana Salvia
18	Khairani
19	Lisa Widya Sari
20	Muhammad Adrian Rinata Sinaga

C. Name of Students in Control Group (X IIS-Plus)

No.	Name of Students
1	Abdillah Risky Tanjung
2	Aina Natasyah
3	Ainun Merina Aulia
4	Alifah Zuhroh
5	Fadilla Syafitri
6	Jihan Afifah
7	Muhammad Fadli
8	Muhammad Ilham Qadri
9	Muhammad Raihan Ali
10	Nabilla Khairunnisa
11	Nabira Anjani Fitri
12	Nadia Hanifah
13	Naufal Jibran
14	Rahmadiana Sirait
15	Ramadhan Syahputra
16	Risky Afrian Sinaga
17	Selvi Susanti
18	Seilla Safira
19	Taufiq Hidayat
20	Wahyu Nur Ilham

APPENDIX IV

The Result of Students'
Listening Test

Table 4.1
The Students' Score of Pre-Test

No	Students	Experiment Class	Control Class
1	S1	45	45
2	S2	70	60
3	S3	70	70
4	S4	45	45
5	S5	55	70
6	S6	60	65
7	S7	55	70
8	S8	45	45
9	S9	60	45
10	S10	60	70
11	S11	50	50
12	S12	70	65
13	S13	55	60
14	S14	45	50
15	S15	65	60
16	S16	65	45
17	S17	70	65
18	S18	55	45
19	S19	65	60
20	S20	50	55
	Σ	1155	1140
	Mean	57.75	57

Table 4.2
The Students' Score of Post-Test

no	students	experiment class	control class
1	S1	50	60
2	S2	85	70
3	S3	90	80
4	S4	55	55
5	S5	70	75
6	S6	85	75
7	S7	70	80
8	S8	60	55
9	S9	75	55
10	S10	70	80
11	S11	70	65
12	S12	80	75
13	S13	75	70
14	S14	55	65
15	S15	85	70
16	S16	75	60
17	S17	90	70
18	S18	60	55
19	S19	85	65
20	S20	60	65
	Σ	1445	1345
	Mean	72.25	67.25

Table 4.3**The Students' Gained Score in the Experimental and Controlled Class**

No	Students	Experiment Class	Control Class
1	S1	5	15
2	S2	15	10
3	S3	20	10
4	S4	10	10
5	S5	15	5
6	S6	25	10
7	S7	15	10
8	S8	15	10
9	S9	15	10
10	S10	10	10
11	S11	20	15
12	S12	10	10
13	S13	20	10
14	S14	10	15
15	S15	20	10
16	S16	10	15
17	S17	20	5
18	S18	5	10
19	S19	20	5
20	S20	10	10
	Σ	290	205
	Mean	14.5	10.25

APPENDIX V

Frequency Distribution
of Experimental and
Controlled Class

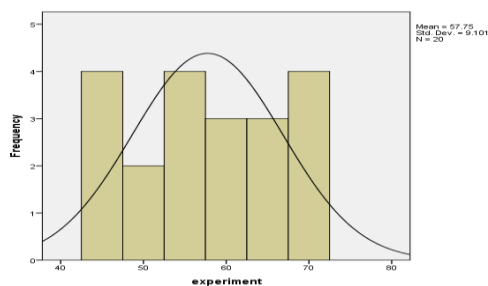


Figure 4.b

The Frequency Distribution of Pre-Test in Experimental Class

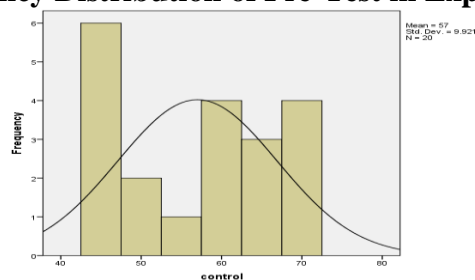


Figure 4.b

The Frequency Distribution of Pre-Test in Experimental Class

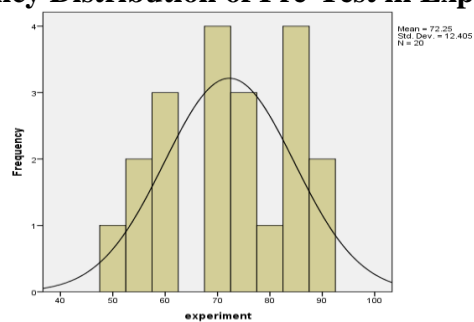


Figure 4.d

The Frequency Distribution of Post-Test in Experimental Class

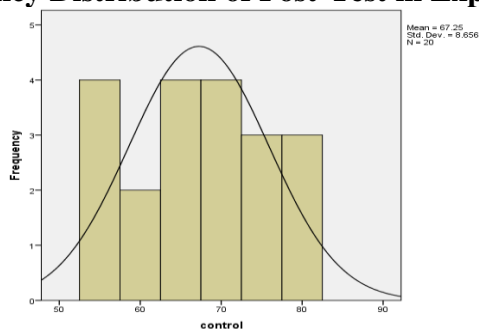


Figure 4.e

The Frequency Distribution of Post-Test in Controlled Class

APPENDIX VI

T-Table and The
Critical Value of
Kolmogorov-Smirnov
Test

A. Kolmogorov-Smirnov Table

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

Tabel Nilai Kritis Uji Kolmogorov-Smirnov

n	$\alpha = 0,20$	$\alpha = 0,10$	$\alpha = 0,05$	$\alpha = 0,02$	$\alpha = 0,01$
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

Pendekatan

n	$1,07/\sqrt{n}$	$1,22/\sqrt{n}$	$1,35/\sqrt{n}$	$1,52/\sqrt{n}$	$1,63/\sqrt{n}$
200	0,076	0,086	0,096	0,107	0,115

A. T-table

t Table

cum. prob one-tail two-tails	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
df	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.941	1.061	1.385	1.960	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.9%	99.95%
	Confidence Level										

APPENDIX VII

Documentation



Pict 1 . The researcher gives a pre-test to the experimental group



Pict 2. The researcher gives a pre-test to the control group



Pict 3. The researcher using Simon Says game method in experiment class



Pict 4. The researcher gives a post test to the experimental group



Pist 5. The researcher gives a post-test to the control group

PRE-TEST

farhan fahrezi

Listen and complete the following text based on what you have heard.

Text 1

Attention, please. Next month all students of Class X will do (1) outbound activities, such as flying fox, spider webs and so on, in an outbound site. You (2) will be guided by instructors, so you don't need to worry. However, we need your parents to sign (3) Le informing that you are healthy and allowed to do the activities. Please (4) submit these letters to your class teachers (5) before next saturday. Thank you.

Text 2

Good morning, students. We have arrived the home shelter (1) safely. You have a few minutes to prepare yourselves before walking to (2) the outbound site. Of importance, don't forget to attach your (3) ~ to your T-shirts before doing the activities. Please gather in the field where you will meet (4) many instruction who are ready to guide you. Follow all their instructions and be careful while doing the activities. (5) have fun and enjoy your experience. Thanks

55

Listen and choose A, B, C, D or E for the correct answer.

1. Where do you probably hear the announcement?

- ☒ A. At a school canteen
- B. In a school library
- C. At a school yard
- D. In a teachers' office
- E. In a classroom

2. Who may deliver the announcement?

- ☒ A. A class captain
- B. A principal
- C. A teacher
- D. School staff
- ☒ E. An OSIS chairperson

3. What is the announcement about?

- A. The celebration of a city carnival
- B. The preparation for a city carnival
- ☒ C. The theme of a city carnival
- D. The participants of a city carnival
- E. The committee of a city carnival

4. When will the event be held?

- A. Next week
- B. Next month
- ☒ C. Next two months
- D. Next three months
- E. Next year

5. What is the purpose of the text?

- A. To invite a person to a dress rehearsal
- ☒ B. To inform about a dress rehearsal
- C. To ask a person to perform a drama
- D. To promote the school's event
- E. To arrange a dress rehearsal

6. Who is the announcement for?

- ☒ A. All students
- B. Grade X students
- C. OSIS staff members
- D. Performing students
- E. The school anniversary committee

7. Who is the announcement addressed to?

- A. All students
- B. Study club members
- C. All training participants
- ☒ D. Town festival participants
- E. Speaking club members

✓ 8. How many items should the listeners bring?

- A. One
- B. Two
- ☒ C. Three
- D. Four
- E. Five

✓ 9. What are the listeners going to do?

- A. Have a study club
- B. Speak in English
- C. Make a square
- ☒ D. Play a game
- E. Meet a foreigner

✓ 10. Who will arrange the trip?

- ☒ A. The OSIS committee
- B. The principal
- C. The teachers
- D. The school staff
- E. The class captains

POST-TEST

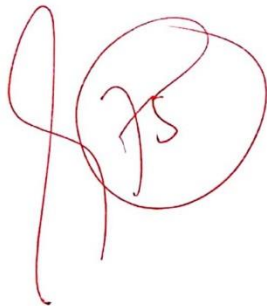
farhan farhaz

Listen and complete the following text based on what you have heard.

To celebrate our school (1) anniversary and to make students inspired and motivated (2) by our heroes and heroines', they will be a hero and (3) heroine - like costume show which will be held on Saturday, November 12, 2016 at 4 p.m. in the school hall.

Each class should send its (4) representative one boy and one girl. A chosen representative is free to choose a hero or heroine he/she likes. (5) on due date, each (6) participant must wear a hero or heroine - like costume and interview about his/her (7) knowledge of the hero or heroine. A winner and two runners up will be (8) determined based on the creativity, similarity with the hero or heroine, gracefulness in doing the show, fluency and (9) accuracy during the interview.

Great prizes will be (10) available for the winner and runners up. For further information about the show, please contact Maya and Okky during school hours.



Listen and choose A, B, C, D or E for the correct answer.

1. What is the announcement about?
A. A neighborhoods' activity
B. Ms. Maryam's program
C. Used clothes donation
D. Victims a landslide
☒ E. Fund raising activity
2. Where can Ms. Maryam accept her neighbors' questions?
☒ A. At her house
B. At her office
☒ C. At the neighborhood
D. At the landslide area
E. At the committee office
3. When do the members have meeting?
A. In the morning
☒ B. On Thursday afternoon
C. On Thursday morning
D. In the afternoon at three o'clock
E. In the evening
4. How long does the meeting last?
A. One and a half hours
☒ B. One hour
C. One and a quarter hours
D. Two hours
E. Three hours
5. What kind of the text is it?
A. A letter
B. A label
C. A postcard
☒ D. An announcement
E. Memo
6. What is the text about?
☒ A. The class meeting in a school
B. The winner of the class meeting
C. An invitation to join a class meeting
D. The plan of having a class meeting
E. Discussion about holding a class meeting
7. When can you find the text?
☒ A. At a school
B. At a bookstore
C. At a bank
D. At a park
E. At school fee sheet

8. Why does the principal make the announcement?
- ☒ A. To ask the students to be nice
 - B. To let the students introduce to their junior
 - C. To ask the students to contact their parents
 - D. To inform about the new school year
 - E. To persuade student's to have a holiday
9. When will the activity be held?
- A. In may
 - ☒ B. In june
 - C. In july
 - D. In august
 - E. In april
10. If the camp starts in June 5th, when will it end?
- A. June 6th
 - ☒ B. June 7th
 - C. May 12th
 - D. May 25th
 - E. July 5th

PRE-TEST

halo anjani Fitri

Listen and complete the following text based on what you have heard.

Text 1

Attention, please. Next month all students of Class X will do (1) outbound activity, such as flying fox, spider webs and so on, in an outbound site. You (2) will be guided by instructors, so you don't need to worry. However, we need your parents to sign (3) letter of consent, informing that you are healthy and allowed to do the activities. Please (4) submit these letters to your class teachers (5) before next Saturday. Thank you.

Text 2

Good morning, students. We have arrived the home shelter (1) safely. You have a few minutes to prepare yourselves before walking to (2) the outbound site. Of importance, don't forget to attach your (3) pic ID card to your T-shirts before doing the activities. Please gather in the field where you will meet (4) many instructors who are ready to guide you. Follow all their instructions and be careful while doing the activities. (5) but and enjoy your experience. Thanks
have fun

50

Listen and choose A, B, C, D or E for the correct answer.

1. Where do you probably hear the announcement?

- A. At a school canteen
- B. In a school library
- C. At a school yard
- D. In a teachers' office
- ☒ E. In a classroom

2. Who may deliver the announcement?

- ☒ A. A class captain
- B. A principal
- C. A teacher
- D. School staff
- E. An OSIS chairperson

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- B. The preparation for a city carnival
- C. The theme of a city carnival
- D. The participants of a city carnival
- ☒ E. The committee of a city carnival

4. When will the event be held?

- A. Next week
- ☒ B. Next month
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- D. Next three months
- E. Next year

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8. How many items should the listeners bring?

- A. One
- B. Two
- ☒ C. Three
- D. Four
- E. Five

9. What are the listeners going to do?

- A. Have a study club
- B. Speak in English
- C. Make a square
- ☒ D. Play a game
- E. Meet a foreigner

10. Who will arrange the trip?

- ☒ A. The OSIS committee
- B. The principal
- C. The teachers
- ☒ D. The school staff
- E. The class captains

~~not a~~

POST-TEST

Natira Anjani Fitei

Listen and complete the following text based on what you have heard.

To celebrate our school (1) anniversary and to make students inspired and motivated (2) by our heroes and heroines, they will be a hero and (3) heroine - like costume show which will be held on Saturday, November 12, 2016 at 4 p.m. in the school hall.

Each class should send its (4) representative one boy and one girl. A chosen representative is free to choose a hero or heroine he/she likes. (5) On due date, each (6) participant must wear a hero or heroine - like costume and interview about his/her (7) role of the hero or heroine. A winner and two runners up will be (8) determined based on the creativity, similarity with the hero or heroine, gracefulness in doing the show, fluency and (9) accuracy during the interview.

Great prizes will be (10) available for the winner and runners up. For further information about the show, please contact Maya and Okky during school hours.

905

Listen and choose A, B, C, D or E for the correct answer.

1. What is the announcement about?
☒ A. A neighborhoods' activity
B. Ms. Maryam's program
C. Used clothes donation
D. Victims a landslide
E. Fund raising activity
2. Where can Ms. Maryam accept her neighbors' questions?
☒ A. At her house
B. At her office
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E. In the evening
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C. One and a quarter hours
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E. Three hours
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☒ A. The class meeting in a school
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C. An invitation to join a class meeting
D. The plan of having a class meeting
E. Discussion about holding a class meeting
7. When can you find the text?
☒ A. At a school
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- ☒ B. To let the students introduce to their junior
- C. To ask the students to contact their parents
- D. To inform about the new school year
- E. To persuade student's to have a holiday

9. When will the activity be held?

- A. In may
- ☒ B. In june
- C. In july
- D. In august
- E. In april

10. If the camp starts in June 5th, when will it end?

- A. June 6th
- ☒ B. June 7th
- C. May 12th
- D. May 25th
- E. July 5th



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UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Nomor : B-7725/ITK.V.3/PP.00.9/01/2020 6 Januari 2020
Lampiran : -
Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAS.Muallimin Medan

Assalamualaikum Wr.Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S-1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa :

Nama : Nurul Azizah
NIM : 34153040
Tempat/Tanggal Lahir : 01 Februari 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Titi Kuning, Jalan Karya Bakti Gang Rahmat
Kelurahan Pangkalan Masyhur Kecamatan Medan
Johor

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS.Muallimin Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

The Effect of Simon Says Game Towards Students' Listening Comprehension at The Tenth Grade of Senior High School Students

Demikianlah kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 6 Januari 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan



Digitally Signed

Drs. Rustam, MA
NIP.196809201995031002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara

Info : Silahkan scan QRcode diatas dan klik link yang muncul untuk mengetahui keaslian surat



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SURAT KETERANGAN

NOMOR : MMA/B.3/572/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Muallimin Univa Medan dengan ini menerangkan bahwa :

Nama : NURUL AZIZAH
Tempat/Tgl.Lahir : Tebing Tinggi, 01 Februari 1998
NIM : 34153040
Semester/Jurusan : IX/ Pendidikan Bahasa Inggris

Adalah benar nama tersebut di atas Mahasiswa yang telah melakukan Penelitian di Madrasah Aliyah Muallimin Univa Medan tanggal, 08 Januari s/d 24 Januari 2020. Dalam rangka penyusunan Skripsi guna mencapai Gelar Sarjana Strata Satu (S-1) dengan judul :

"The effect of Simon Says Game Towards Students' Listening Comprehension at The Tenth Grade of Senior High School Students"

Demikianlah surat Keterangan Penelitian ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Medan, 27 Januari 2020

Madrasah Aliyah Muallimin Univa Medan



Eva Hamdy Nur

